

Utilization of Kitchen Waste as a Learning Media in Increasing Children's Creativity

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Abstract

Waste that is appropriately managed will produce creativity that can make. Waste is also able to develop children's intelligence with proper utilization. This study aims to examine the use of kitchen waste as a medium in increasing students' creativity. The place of research was conducted at an early childhood education institution located in the Probolinggo area, namely the Salih Children's Education Park; this institution is under the auspices of the Nurul Jadid Paiton Foundation Probolinggo. The research method uses a qualitative approach type of case study to get an idea of increasing students' creativity by utilizing kitchen waste media. Informant sources were obtained from school principals, ustadzah-ustadzah and Taman Pendidikan Anak Salih students. The results showed; That every weekend, namely Saturday, the Anak Shalih Education Park institution conducts routine *cooking class* activities carried out at school; this activity produces kitchen waste; in anticipation that waste does not become a negative thing and remains functional, the Ustadzah of Anak Shalih Education Park innovates to manage kitchen waste media to be used as creativity material for students. The use of kitchen waste as a learning medium is carried out by; Preparatory analysis, applying waste media, and creativity assessment. By using cooking class kitchen waste as a learning medium, students are more enthusiastic, creative, exploratory, innovative and able to find new ideas by using various media to produce different kinds of artwork.

Keywords: *early childhood education; children's creativity; kitchen waste*

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Introduction

Education is the basis for all quality progress and development; with education, humans can improve all their abilities and optimize humans to become knowledgeable individuals so that competent human resources are born in the future (Setyowahyudi, 2020). Education has no limits because wherever and whenever humans can get an education. Education is also an effort to improve the quality of human resources; education has a significant role in preparing students who are independent, creative, innovative and professional (Rozi et al., 2022). Education can improve a person's life and help them be independent and responsible. The initial education of a person determines the quality of life in the future (Watini, 2019).

Education in early childhood is an effort to provide guidance, care, and stimulation to develop children's abilities and skills (Baharun et al., 2020). Education carried out in early childhood is implemented using the learning method while playing (Damayanti & Nasrul,

2020) (Hefniy et al., 2022). With the play method, children will feel happy and always want to do these activities, so education carried out by the play method will foster six aspects of child development; from here also, creativity will be adequately stimulated and develop according to the stimulation given.

The game is very close to the world of children. Therefore games are the right stimulus for children, especially in growing their creativity (Baharun et al., 2020). Games allow children to develop the competencies and skills they need in a fun way. In fostering creativity, appropriate stimulation is needed so that children do not feel bored applying these activities. Creativity is essential to develop in early childhood because, with creativity that grows and develops in children, creative ideas will grow and be more productive and allow children to be more exploratory in the six aspects of their development. The importance of developing this creativity was also conveyed by several previous researchers, including; Suryaningsih et al., (2016) say that creativity is a skill that a person has in expressing and applying his new ideas in the form of valuable works.

Furthermore, Fakhriyani, (2016) said that creativity is essential to development because creativity can improve academic achievement. So, the higher the child's creativity, the higher the academic achievement that will be achieved. Then Fadhila & Rakimahwati, (2020) emphasized that children can create objects according to their interests, talents and abilities through creativity. Also emphasized by Priyanto, (2014) that children's creativity is essential to be developed from an early age because by being creative, children can be creative in solving a problem, can produce real work, and allow children to improve their quality of life with creativity. With creativity, children are encouraged to make new ideas or discoveries that can improve six aspects of their development, namely, religious and moral values, language, cognitive, motor, social, emotional and art.

The fact in the field of early childhood has many ideas that can support creativity but are constrained by the media used by educators, which still needs to be more varied. Hence, students need to be more stimulated to develop their creativity to produce primary forms of work. This problem also occurs in the Anak Shalih Education Park institution; students have creative ideas pouring their imagination but need support from supportive media. Therefore Anak Shalih Education Park educators make breakthroughs by making mixed media. It was revealed that there is a habituation of cooking class activities in this institution on weekends, namely Saturdays; this *cooking class* activity produces kitchen waste which will later be wasted.

Kitchen waste generated in cooking class activities will interfere with the cleanliness of the school environment, so proper utilization is needed so that existing waste does not significantly impact teaching and learning activities. From these problems, educators have creative ideas by utilizing kitchen waste to support students' creativity; besides producing works of art, this activity can also reduce the pollution of the environment.

Kitchen waste is appropriately managed with a small quantity of modification so that it can be reused in a newer, more attractive form. With this activity, children can learn in a more fun way, and it will make children feel interested and not bored in the learning process. Creative ideas will appear when children see and imitate educators utilizing waste media. Utilizing waste can stimulate students' creativity, as emphasized by several previous research theories, namely; Aliyah et al, (2017) stated that waste that is worthless rather than wasted and disrupting environmental cleanliness could be used in study groups as teaching aids in early childhood education for developing students' creativity from cognitive and affective aspects. And psychomotor. Setyaningrum et al., (2014) states that recycled waste can make various objects, decorations, and toys. In addition, utilizing this waste can help preserve the environment and increase children's creativity and provide experience for children in processing or recycling waste into something that can be utilized. Then Masruroh, (2019) argues that in the early childhood learning process, *ustadzah* must use various media that are attractive to children, one of which is by utilizing kitchen waste so that children will feel happy

doing the activities provided by educators. Rosdiana et al, (2018) argue that proper waste management with good creativity will produce goods of high value and have value as learning media for early childhood.

From the description submitted by several researchers, it shows the importance of innovation that can utilize the surrounding media, incredibly useless waste into attractive media; the use of kitchen waste generated from cooking class activities is unique from several previous studies because this waste is self-generated and self-managed to be used as a more valuable media. With this activity, it is hoped that it can provide opportunities for children to create works of art with their ideas to awaken and develop children's creativity. The focus of this research is to analyze and understand how the ustadzah strategy increases children's creativity through kitchen waste in students in the Anak Shalih Education Park Probolinggo.

Methodology

This research was conducted using a qualitative approach to the type of case study. To get an idea of using kitchen waste as a learning medium, the researchers made observations. They mingled directly in the field with the activities of utilizing kitchen waste media and making observations about the development of children's creativity with kitchen waste media.

This research was conducted at the Anak Shalih Education Park institution is under the auspices of the Nurul Jadid Foundation located in the Probolinggo area, namely Karanganyar Village, Paiton District, Probolinggo Regency. Researchers collect data through several stages, such as; observation and observing directly at the place of research. Interviews, interviewing several informants who were in the area of study. Researchers get an overview and research results from the expressions of several informants; this can be seen in the table 1.

Table 1. Sources of research informants

NO	ELEMENT	AMOUNT	INFORMANT
1	Leader	1	NA
2	Ustadzah	3	AST, ES, AT
3	Protege	2	NJ, IBD

From the table, it can be explained that the source of informants is carried out in institutions digging up information through the Anak Shalih Education Park's principal as the ustadzah element's leader, namely three ustadzah, gathered information about the use of kitchen waste media. From the aspect of students, two early childhood children are dug up for information in developing their creativity in the Anak Shalih Education Park. Data source data collection, analysis in the form of reduction, display data, then describe conclusions. At the initial stage of data collection, reduce the data sorted in the form of records, then display data understand the data, which is then concluded from the data studied.

Results and Discussion

This research shows that the innovation and creativity of ustadzah in educating can direct students to activities that produce exciting and fun creativity, even with waste media. Waste media that is put to good use can produce interesting works to support more developed children's creativity. The research results show that; Utilization of kitchen waste as a learning medium in increasing children's creativity in Anak Shalih Education Park is carried out using the;

Preparation Analysis

Before utilizing the prepared waste media, the main thing that needs to be done is a preparatory analysis. Preparing before implementing a program is imperative so the program can run according to plan. Learning planning, especially in early childhood, must be ready to

start from the material (according to RPPH), learning, teaching aids, preparing questions or directions as a means of igniting student activity, studying the conditions of students for the selection of appropriate, attractive, innovative, and fun methods.

As revealed by NA, we as leaders urge all ustadzahs to conduct a preliminary analysis before starting teaching and learning activities because the preparations made can make it easier for ustadzahs to apply the learning that will be delivered. The practices carried out by the teachers of TP Anak Shalih before the KBM began included; RPPH (Daily Learning Implementation Plan). The RPPH has presented the themes that will be conveyed to students, then prepared to learn media; this learning media still refers to RPPH, teaching media in the form of various materials adapted to the themes that have been presented examples; kitchen waste materials such as kitchen waste, natural materials such as seeds, leaves, flowers etc. as well as ready-to-eat materials such as folding paper. Then the most important thing that the ustadzah needs to prepare is knowing the proper method to condition students.

AST emphasized that we, the Ustadzahs of the TP Anak Shalih Education Center, apply the playing during learning method because, with the playing approach, it is easier for children to understand and are more interested in participating in activities guided by the ustadzah. We always prioritize mature preparation in stimulating students to achieve their development. In the creativity carried out by our students, we innovate by utilizing various kinds of learning media ranging from ready-to-eat materials, natural materials and even waste materials.

In line with AST, ES said that the playing method at TP Anak Shalih was beneficial in stimulating six aspects of student development, especially in fostering children's creativity. The preparation that we make always refers to the RPPH that has been prepared and the practices that are very necessary for implementing activities, namely learning media, the learning media that we use are varied and most importantly, the materials that are in the institution's environment including kitchen waste generated in cooking class activities. We use this kitchen waste to stimulate and explore the development of students' creativity.

Preliminary analysis can help the program run to achieve the desired target. By doing prior research first, the ustadzah will be more prepared and more mature in implementing teaching and learning activities for students so that this process can produce quality output; namely, learning objectives are achieved as expected.

Applying Waste Media

Applying learning activities to early childhood must be engaging, unique and innovative to invite early childhood interest in carrying out these activities, especially learning about creativity where students are expected to be able to be creative with their imagination to be able to produce beautiful works of art. To produce artistic creations, the role of an ustadzah is inseparable from encouraging and stimulating children to be more creative and innovative. AT revealed that stimulating the creativity of TP Anak Shalih students was done by utilizing kitchen waste media produced by kitchen institutions during cooking class activities. This institution has a cooking class activity program which is held on weekends, namely on Saturdays; from this cooking class activity, it can dispose of kitchen waste which can pollute the institution's environment. To prevent less desirable things, the ustadzah innovates by involving kitchen waste media as learning that students will use, of course, with the stages of sterilization, which are carried out before use.

As for the application of kitchen waste media carried out in TP Anak Shalih, it is implemented in the following stages;

Motor Activity

Before entering class, the students line up in front of the class by doing the motor activity "squatting standing" and then singing the song "the bell rings a sign to enter class" then the ustadzah calls students one by one to check their nails and gives the advice to cut

nails for students who have not cut their nails, forwarded to shake hands with the ustadzah and entered the class. With the habituation of marching culture that is carried out, it can train students about patience, discipline, obedience to rules and politeness (akhlakul karimah).

Opening

The ustadzah opens the teaching and learning activities by greeting and asking how the students are doing. The ustadzah asks one of the students to lead the reading of the prayer before studying, and then the ustadzah checks the attendance of the students with attendance. In the next stage, the ustadzah explained the theme of today's lesson, namely the theme of plants and the sub-theme of root crops. Then the ustadzah introduced the media, including learning media, namely kitchen waste. The ustadzah conveyed the harm of waste if left alone and the benefits of waste if appropriately managed, which can later trigger students to express their opinions about kitchen waste, which is a learning medium.

Core activities

Based on field observations on the core activities of the ustadzah explaining the theme of plants with the sub-theme of tubers (plants that have fruit in the ground), the ustadzah invites students to reason about what plants are included in the tuber category with lighter questions, some students enthusiastically answered questions from the ustadzah, but some paid less attention.

Furthermore, the ustadzah used the scientific method to attract students' interest; through the scientific process, the ustadzah showed several types of root crops that students' interest was increasing because students were curious about new things and wanted to know more information about these new things. Ustadzah explained in detail the shallot root crops starting from the parts of the plant (roots, fruit, stems and leaves), the benefits of shallot plants and how to plant and care for them. Students are increasingly enthusiastic about expressing their knowledge about onion plants that they see in their daily activities. After finishing explaining, the next step is that the ustadzah gives assignments. To liven up the atmosphere, the ustadzah did the ice-breaking method by clapping. The first task is to observe root crops through a media projector; the ustadzah teaches students to watch videos about root crops through a media projector to add insight into root crops. The second task was to make a collage using onion skins taken from the kitchen waste of the TP Anak Shalih during the cooking class activity. The students were thrilled and enthusiastic about developing their creativity to perfect the onion images through collage activities using onion skin kitchen waste materials.

AT emphasized that the use of kitchen waste by the TP Anak Shalih institution is not only limited to onion skins, but all types of kitchen waste produced during cooking class activities are stored to be used as learning media; even students already understand and understand when cooking class activities are carried out by them. Accustomed to collecting the waste generated by storing it in the place provided by the ustadzah.

The following are the results of the collage activity using kitchen waste at TP Anak Shalih that the researcher can display;





Figure 1. Collage of onion images with kitchen waste materials

It can be seen in the picture above that the students are enthusiastic about doing collage activities using kitchen waste media as collage templates. Students are more excited, creative, explorative, innovative and able to find new ideas in using media to produce works of art. The use of kitchen waste applied to the TP Anak Shalih institution is not only about developing creativity but can provide a habit for children to use waste in positive activities. By utilizing kitchen waste, students can produce artistic creativity with enthusiasm and fun.

Closing

The final step is closing; in the closing activity, the ustadzah recalls the activities carried out to recall the activities that have been carried out today; the ustadzah also explains that waste can also be used as a medium for creativity with proper processing; the ustadzah motivates so that students can produce works of art through various media to increase children's creativity which can be done in institutions or at home with assistance. Then read the prayer after studying, say hello, shake hands in line and go home.

Creativity Assessment

To measure the increase in creativity in TP Anak Shalih students, a creativity assessment is carried out, an objective and systematic assessment of an intervention assessment that is planned, ongoing or has been completed. Evaluation results are obtained during monitoring activities. More than that, the evaluation also assesses the results or products produced from a series of programs as a basis for making decisions about the success level and further actions needed.

NA disclosed that the things assessed in the activities of utilizing kitchen waste in increasing creativity are; the development of students' creativity before and after carrying out activities to utilize kitchen waste media, works of art produced with kitchen waste media and students' habituation in utilizing waste. The evaluation time can be done when the child is doing collage activities, the learning process is taking place, and the artwork is being produced.

AST emphasizes that in the assessment process, it is clear that students' creativity is more unique and exciting and that children can narrate their work in their language. It can also be seen that students are very enthusiastic and happy with utilizing kitchen waste. As NJ said, I like to make collages with onion skins because the shape of the resulting image will be similar to the original onion. Then IBD said that the changing media makes us curious and want to know more about new things. The assessment application helps the institutional component make decisions regarding the completeness of the program being implemented. By involving the assessment, the institution can find out how far the program's success rate is and what steps must be taken for further improvement.

Quotations and References

Early age is a critical sensitive period for children to get an age-appropriate education (Saleha et al., 2022). The experience gained from the environment, including the stimulation provided, will significantly impact the child's future life (Fitriyanti, 2015) (Rozi & Firdausiah, 2021). Educating children early is the main task and priority for every parent, ustadzah, institution or government. Maximizing early childhood education must integrate all aspects of the child's environment, with a vision and mission to provide educational services (Widayati et al., 2020).

Early childhood education, from now on abbreviated as PAUD, is a considerable investment for families as well as for the nation. The future hope for children is, of course, to become human children who are pious, intelligent, happy and have a personality and can achieve a successful life in the future (Ariani et al., 2020). Early childhood education is aimed at children aged 0 to 6 years. Early childhood education aims to stimulate the growth and development of early childhood so that it is more optimal and ready for the next level of education (Nurbaeti, 2020).

Children's creativity also needs proper stimulation to develop as they get older; by having high creativity, children can face and solve everyday problems so that in that way, children will appear more creative, innovative and confident (Hamzah, 2016). The development of children's creativity is significant to be developed to prepare children's education and future later (Rahayu et al., 2020). Creativity allows children to create something new and combine existing ideas with new ideas, with excellent and correct stimulation (Nurjanah, 2020).

Appropriate stimulation can foster the development of children's creativity faster; with children's creative abilities, it is hoped that children will be able to solve everyday problems creatively, as was done by the TP Anak Shalih institution by exploring children's creativity through the involvement of learning media made from kitchen waste. In addition to producing artistic creativity, this kitchen waste can provide habituation learning for children to process materials that are no longer used as more valuable items.

The results of observations of the use of learning media made from kitchen waste can increase the enthusiasm of students to participate enthusiastically in learning activities. Useless waste used in a planned manner can produce a series of students' creativity. Waste-based media is a tool created from materials that are no longer used around the environment (Laila & Candraloka, 2019). Various kinds of media, including waste materials, can stimulate activities to increase creativity in a fun way (Hijriati, 2017).

Involving kitchen waste generated from cooking class waste at TP Anak Shalih can lead to high creativity in creating significant changes in making new changes in applications of learning, especially in early childhood. Kitchen waste media is proven to make learning activities more effective for students because children will be more concentrated, excited and fun so that the lessons conveyed by the teacher are more readily accepted and digested. In addition, the media used is also environmentally friendly and saves institutional expenses because there is no need to spend funds to produce teaching media materials made from waste.

Conclusion

Appropriately managed waste will be more practical and more positive, and destruction whose connotation will cause pollution will turn into a reasonable value if managed and utilized as best as possible. Based on the research and discussion results, the teacher's strategy of utilizing kitchen waste from the cooking class program at TP Anak Shalih to be used as learning media can increase students' creativity. It can be seen when students are enthusiastic, happy, passionate, creative, explorative, innovative and able to find new ideas using media to produce works of art. The application of kitchen waste learning media is carried out in the following stages; First, in the initial analysis, the teacher's strategy for

preparing the application of learning is outlined in the form of RPPH; the implementation is carried out using the learning while playing method, including the use of kitchen waste as a learning medium. Second, waste media is applied to the material or theme being discussed with attractive and innovative packaging so that students are interested in carrying out these activities. Third, assessment of creativity, from an assessment of the success or failure of a program, it is clear, in this research at the TP Anak Shalih, the results obtained are that the development of students' creativity is increasingly developing in a more positive direction as seen in the results obtained which are more creative and innovative. Researchers see the application of kitchen waste as a learning medium in increasing children's creativity in TP Anak Shalih is included in the flourishing category. However, this program can only be implemented in some institutions because, seeing different environmental conditions and situations, it is possible to bring up new research to discuss cases the same but with more complete results.

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